

A PROPOSED SCHOOL CAMPING PROGRAM
FOR
GUILFORD COUNTY, NORTH CAROLINA

Education 664b Resource Use: Outdoor Education

Graduate School

University of North Carolina

Woman's College Division

Greensboro, North Carolina

Dr. Hollis J. Rogers
Department of Biology

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PERSONNEL

E. M. Alderman, Bessemer School, Guilford County, 7th Grade.
Margaret Ardrey, Guilford High School, Guilford Co., Home Ec. & Science.
Mrs. Mable S. Cordle, Clara J. Peck School, Greenaboro, 2nd. Grade.
Mrs. Isabel C. Cude, Bessemer School, Guilford County, 4th Grade.
Wendell H. Cude, Bessemer School, Guilford County, Principal.
Mrs. Frances Curtiss, Lindley Elementary School, Greensboro, 5th Grade.
Jessie Edwards, McIver School, Greensboro, 3rd. Grade.
S. A. Festa, Bessemer School, Guilford County, H. S. Science.
Lawrence R. Hammonds, Chas. D. McIver School, Greensboro, Principal.
Annie Louise Hatcher, Clara J. Peck School, Greensboro, 4th Grade.
Charles E. Herbert, Aycock School, Greensboro, Principal.
Frances C. Higgins, Bessemer School, Guilford County, 7th Grade.
Dale F. Keller, Audio-Visual Director, Greensboro City Schools.
Mrs. Elisabeth H. Lee, Central Junior High School, Greensboro, 7th Grade.
Carolyn McNairy, Irving Park School, Greensboro, Principal.
Ethel McNairy, Lindley Elementary School, Greensboro, Principal.
Virginia Riddle, Altamahaw-Ossipee School, Alamance County, 7th Grade.
Etta Schiffman, Ceaser Cone School, Greensboro, 4th Grade.
Evelyn Stewart, Lindley Elementary School, Greensboro, 5th Grade.
Annabel Thompson, Elementary Librarian, Greensboro City Schools.
Mrs. Margaret Y. Wall, Caldwell School, Greensboro, Principal.

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V. Camp Operation	Wendell H. Cate, Bessemer School, California
VI. Instructional Program for School Camping	Mrs. Frances Christie, Leland School, California
VII. Camp Facilities	Jessie Edwards, Mciver School, Greenboro, N.C.
	S. A. Fests, Bessemer School, California
	Lourence R. Edwards, Clara J. Beck School, Greenboro, N.C.
	Annie Louise Hatcher, Clara J. Beck School, Greenboro, N.C.
	Charles E. Harbo, Aynock School, Greenboro, N.C.
	Frances G. Higgins, Bessemer School, California
	Dale T. Keller, Auto-Vision Director, Greenboro City Schools
	Mrs. Elizabeth R. Lee, Central Junior High School, Greenboro, N.C.
	Cathryn McHenry, Irving Park School, Greenboro, N.C.
	Walter McHenry, Irving Elementary School, Greenboro, N.C.
	Virginia Riddle, Alton-Carpenter School, Alameda County, 7th Grade
	Pat Schifman, Casser Cove School, Greenboro, N.C.
	Evelyn Stewart, Irving Elementary School, Greenboro, N.C.
	Annette Thompson, Elementary Laboratory, Greenboro City Schools
	Mrs. Margaret L. Wall, Caldwell School, Greenboro, N.C.

History of School Camping

Virginia Riddle

Louise Hatcher

Mrs. Mable S. Cordle

The history of school camping goes back to the year 1861, when Frederick William Gunn, known as "the father of school camping" took his entire student body for two weeks of boating, sailing, tramping, and fishing. School camping continued sporadically: those benefitting were the handicapped, underprivileged, and wealthy children.

In the summer of 1934 the public schools of New York City ran "day-outing" camps aided by social agencies. The laboratory school associated with the State Teachers College of Terre Haute, Indiana, and the Lansing Demonstration School of the State Teachers' College at Trenton, N. J., conducted practical demonstrations in camping.

The two, three, or four week camp was a more desirable educational plan to some educators. The Battle Creek Board of Education developed a year-round school camp at Clear Lake, near Dowling, Michigan. Groups of eighty children rotated every two weeks during the school year. Grades from the third through the ninth participated, the majority being fifth and sixth-grade pupils.

The San Diego City-County Camp Commission developed a school camp for fifth and sixth grades; other developments were made in Allegan, Michigan; Greenville, South Carolina; Atlanta, Georgia; and other places. The State Department of Public Instruction of Michigan has a full-time director of camping and outdoor education. A New York state law empowers boards of education to operate camps as a part of the school program. Wyoming initiated school camping in the fifth and sixth grades in 1950. In North Carolina groups from various grade levels in Salisbury, Gastonia, Charlotte, and King's Mountain used the facilities at King's Mountain State Park in South Carolina the same year.

In October of 1952 Mrs. Hugh Nelson's fifth-grade children from the Lindley Elementary School in Greensboro, N. C., spent a week at Crabtree State Park, near Raleigh, N. C. The enthusiasm of this group inspired the two other fifth-grade groups to plan for a similar trip in May, 1953.

The new Handbook for Elementary and Secondary Schools in North Carolina states that several administrative units in North Carolina are experimenting with the program of school camping. They have found that school camping offers maximum learning possibilities for resource education, plus many other experiences including living together.

THE NEED FOR OUTDOOR EDUCATION

Margaret Ardrey
Etta Schiffman

The class was making plans for the greatest adventure of the year. Two fifth grades were getting ready for a week of school camping. Arithmetic classes had become living experiences as everyone pitched in to help earn money for expenses. The subject of food had come up, and the group was making an estimate of what would be required. For one meal it was decided that the meat allowance would be two wieners apiece. Johnny objected:

"That won't be enough for me. It will take four for me, and I need just twice as much of everything else as you have allowed."

"All right, Johnny," consented the teacher, "but let us figure how much extra money that will take."

After working on this problem for a while, the class found that Johnny would need to pay five dollars extra for the additional food he used during the week. Thereupon Johnny decided that he could get along on the original allowance. A valuable lesson in practical economics! By this time everyone was convinced that there were limitations to the budget.

This is the true story of an incident that occurred during the planning of a school camping trip by the fifth grades of a Greensboro school. It illustrates one of the opportunities for learning that precede a school camping experience.

The children were conditioned for the actual camping by thorough preparation which consisted of trips along nature trails, nature films, discussions, and other types of experiences. By the time they were back from the week of camping, and had been using their camp experiences as a basis for much of their school work, they had acquired a sum total of living experiences that they could hardly have acquired in any other way in so short a time. Let us see what these experiences were, and how they met a pressing need of education.

First and foremost, their experience in the out-of-doors with the guidance of qualified, deeply interested adults helped them to understand many things which they had not understood heretofore in their more or less urban existence. To wit: that we have a wonderful heritage in our natural resources of soil, water, plants, minerals and wildlife; that the soil is our basic resource on which we depend for our very lives; that we are in danger of becoming a nation of have-nots because of waste, ignorance and carelessness in the use of our resources; that everyone has an obligation to learn, practice, and preach conservation.

These children are the future guardians of our nation and our resources. Where can they better learn the basic laws and needs of conservation than in the out-of-doors where they can see on the one hand the forces of nature that take a thousand years or more to make one inch of good topsoil, while on the other hand they see this precious soil being lost in one generation through

man caused erosion? Where else can they learn so well the laws of balance in nature and the costly consequences of up-setting that balance?

For here in the woods and fields they can see how plants and animals live, how every living thing depends upon many other living things, and how the destruction of any one group or type of environment may lead to drastic changes in the existence of others, even to their extinction.

A second experience was a development of spiritual values by the fostering of a feeling of reverence for God's handiwork in the great out of doors and a feeling of oneness with it.

Another outcome of the camp which is beginning to be in evidence and which can easily develop in future years is the acquiring by the campers of wholesome outdoor hobbies.

Then, too, the children learned to live close to nature, learned self-sufficiency without all the trappings of civilization and learned to shoulder their responsibilities toward the group.

While all of this has dealt with the results of school camping in relation to one specific group of children, it is clear that the same benefits would be gained by any similar group in a like situation.

OBJECTIVES

Carolyn McNairy

Charles E. Herbert

Objectives for a school camping experience should include:

1. An opportunity for practical democratic social living.
2. An opportunity for practicing healthful living.
3. Experiences that would give scientific appreciation and understanding of nature.
4. Recreational experiences.
5. Purposeful work experiences in accepting responsibilities in camp duties.
6. Spiritual values and character education.
7. Provides an opportunity to evaluate an actual living experience.

TEACHER TRAINING FOR SCHOOL CAMPING

Mrs. W. H. Cude
Frances Higgings
W. H. Cude

It is recommended that a minimum of one week of intensive in-service training in a camping center be given to teachers under College or University leadership, with appropriate credit allowed. Emphasis should be placed on the following:

1. Forestry
2. Wildlife
3. Fisheries management
4. Rocks and minerals
5. Soil and water conservation
6. Plants and animals
7. Mapping and surveying
8. Study of the stars
9. Outdoor cookery
10. Crafts
11. Recreational leadership
12. Nutrition
13. Health and safety

Correlation of the above topics and subjects should intergrate with course such as the following:

1. Science
2. Social studies
3. Language arts
4. Mathematics
5. Shop
6. Home-making
7. Agriculture
8. Art
9. Music
10. Dramatics
11. Physical education

CAMP OPERATION

(Based on camp for 100 children)

Ethel McNairy
Dale Keller
Lawrence Hammonds

I. Personnel

A. Camp Director

1. Requirements

- a. Outdoor training and interest
- b. Experience in teaching children
- c. Understand love children
- d. Diplomatic but firm
- e. Able administrator

2. Duties

- a. Administer the program and see that it is carried out
- b. Assign physical facilities
- c. Supervise the permanent personnel
- d. Handle the finances
- e. Handle publicity and public relations

B. Instructors - Two

One specialist in conservation

One specialist in natural science and wildlife

1. Requirements

- a. Specialist in his field
- b. Experienced teacher
- c. Love and understanding of children

2. Duties

- a. Responsible for all instruction in respective fields
- b. Council with the teachers on preparation and follow-up work for camp
- c. Participate in all camp activities

C. Teachers

1. Requirements

- a. A course in school camping or one week camping experience in a school operated camp. This may be a special camp for training teachers or the teacher may assist another group before taking hers.

2. Duties

- a. Responsible for the children at all times
- b. Responsible for preplanning and follow-up work with the children
- c. Participate in all activities
- d. Accompany children on all field trips

D. Cook and Dietitian

1. Requirements
 - a. Experience and training in group feeding
 - b. Good cook
 - c. Understand and appreciate children
2. Duties
 - a. Responsible for buying and preparing the food
 - b. Serving the meals
 - c. Carrying out the menus planned by the children

E. Nurse

1. Requirements
 - a. Must be a R. N.
2. Duties
 - a. First Aid
 - b. Health instruction
 - c. Check on baths and clothing

F. Caretaker

1. Requirements
 - a. Must be a reliable handy man
 - b. Must understand and enjoy children
 - c. Should be able to take instructions and follow through
2. Duties
 - a. Custodian of building and grounds
 - b. Repairman
 - c. Deputy to patrol camp area

II. Organization and Administration of Camp Program

A. Instructions to the teacher regarding:

1. Groupings -
 - a. For field trips
 - (1) Not over 20 to a group
 - b. For meals
 - (1) Children choose table mates
 - c. For duties
 - d. For recreation

Suggested Preplanning for:

- a. Field trip techniques
 1. Stay in an orderly line back of leader
 2. Assemble around leader when he stops
 3. Teacher brings up the rear
- b. Dishwashing: Each child washes own dishes
 1. Scrape food left on plate into the garbage pail
 2. Wipe with used napkin
 3. Wash in soapy water
 4. Rinse in hot water
 5. Inspected by K. P.
 6. Drain cup, glass, plate
 7. Dry silver and place in trays

- c. Bathing - Showers
 1. Hang up clothes
 2. Use soap
 3. Shower well
- d. Housekeeping
 1. Make up beds
 2. Hang up clothes
 3. Sweep floor
- e. Camp safety
- f. Cleaning camp area
- g. Camping equipment needed
- h. Registration blanks to be filled by parents
- i. Directions to camp
- j. Schedules for entire day including:
 1. Rising hour
 2. Breakfast
 3. Duties
 4. Field trip
 5. Recreation
 6. Lunch
 7. Rest
 8. Field trip
 9. Bathing
 10. Recreation
 11. Dinner
 12. Recreation
 13. Story hour
 14. Vespers
 15. Bed-time

Samples of g, h, i, j, used by fifth grades of Lindley Elementary School in Greensboro, N. C.

COMMITTEE MEMBERS

Mr. Dale Keller
 Mr. Lawrence Hammond
 Miss Jessie Edwards
 Miss Ethel McNairy

CAMPING EQUIPMENT FOR EACH CHILD

I. Mattress or quilts for bedding, or tick for straw, or sleeping bag.

At least two blankets for cover.

- | | | |
|--|--------------------|---------------------|
| 1 Pillow | 2 or 3 bath towels | 1 tooth paste |
| 2 Sheets | 2 wash cloths | 1 comb |
| 1 Pillowcase | 1 cake soap | 1 small box Kleenex |
| 1 toothbrush and paper or plastic cup to keep it in | | |
| 1 bag or basket to carry bath equipment to bathhouse | | |

II. Clothing

- | | |
|---|---------------------------------------|
| Heavy sweater or coat | Waterproof head covering |
| Raincoat or waterproof jacket | Overshoes or galoshes |
| 3 shirts - sport or T shirts | Two pairs of shoes - one maybe tenni. |
| 5 pairs socks | Two pairs jeans or slacks |
| 3 suits underwear | |
| 1 suit pajamas | |
| Flash light with extra bulb and batteries - a <u>must</u> | |

OPTIONAL

- Tools - saw, hammer, brace and bit, ruler, T square
Scarf or bandana
Bathrobe and bedroom slippers
Shower cap
Sewing kit
Lotion for poison ivy or chiggers, if allergic to them
Fishing equipment
Camera
Compass
Soap dish
Hair brush
Field glasses
Mirror
Pocket knife or scout knife with names attached
Comic books
Clothes pins

DO NOT BRING OR SEND:

- Candy
Radio
Chewing gum
Bubble gum
Extra money

Each child may bring up to 50¢ to be placed in his camp bank account for extra from camp store.

Date - Sunday, May 3rd through Saturday May 9th. Meet at the back of the school building on Sunday afternoon at 3:00 o'clock. Each family bring a picnic supper.

Total cost \$12.50 - food, heat, lights, gas, cooks, etc.

.50 - spending money
\$13.00

We suggest that children earn as much of this as possible.

CAMPING EQUIPMENT FOR EACH CHILD

We would like to register _____

for a week of school camping (May 3-9) at Camp Crabtree; the cost to be \$12.50, plus transportation, plus 50¢ spending money. (optional)

Does your child have physical defects or allergies about which the nurse should know? If so, list at bottom of page.

I am planning to take my child to camp Sunday and stay for a picnic supper.

Yes _____ No _____

I will have room to take another child. Yes _____ No _____

I will come for my child Saturday by 2:30. Yes _____ No _____

I would like lunch (50¢) at 12:30. Yes _____ No _____

I will have room to take another child home. Yes _____ No _____

Phone _____ Signed _____ day of _____ 1953

Address _____

Parents Signature _____

Each child may bring up to 50¢ to be placed in his camp account for extra from camp store.

Date - Sunday, May 3rd through Saturday May 9th. Meet at the back of the school building on Sunday afternoon at 5:00 o'clock. Each family bring a picnic supper.

Total cost \$12.50 - food, heat, lights, gas, cooks, etc.
 50¢ - spending money
 \$13.00

We suggest that children earn as much of this as possible.

PARENT EVALUATION

1. Do you feel that the week in camp was well spent for your child?
2. Do you think there is enough value in camping to include it as a regular part of our school curriculum?
3. Do you, as parents, favor a school plan for the regular saving of money for the camp fee?
4. How long do you think the camp experience should be?
5. What things about camp do you think should be changed?
6. Have you noticed any change in your child since camp?
7. Suggestions for future trips.

INSTRUCTIONAL PROGRAM FOR SCHOOL CAMPING

Level 5

Evelyn Stewart
Annabel Thompson
Mrs. Margaret Wall
Mrs. Frances Curti

I. Pre-camp instruction in class room

A. Language

1. Letters written to:
 - a. Instructors
 - b. Doctor and Nurse
 - c. Special visitors
2. Vocabulary development

B. Reading

1. To acquaint children with natural resources of our state as compared with other sections of our country
2. To obtain definite information
3. To gain an appreciation of the out-of-doors
4. To arouse an interest in and development of hobbies
5. To select recreational and instructional materials to take to camp

C. Science

1. To stimulate an interest in:
 - a. Rocks and minerals
 - b. Wildlife
 - c. Plants
 - d. Soil
 - e. Water
 - f. Star study
 - g. Weather
2. To teach techniques of:
 - a. Field trips
 - b. Home
 - c. School grounds
 - d. Nature trails

D. Social Sciences

1. To develop an interest in North Carolina and her relationship to the United States
2. To acquire a knowledge of:
 - a. History
 - b. Geography
 - c. Industry
 - d. Natural and human resources

E. Arithmetic

1. Estimated cost of camping (lights, cabins, cooks, etc.)
2. Estimated amount and costs of foods and supplies
3. Visited wholesale firms to secure prices of foods and supplies
4. Ordered the needed materials
5. Figured number of cabins, tables, etc., to meet needs of group
6. Planned for operation of camp store and bank

F. Health and Safety*

1. Health habits to observe for keeping well at camp
2. Emphasized teamwork for cleanliness and healthy living
3. Proper dish washing procedure followed by each child as he washed his own dishes
4. Proper ways to handle and prepare foods
5. Menu planning to assure balanced diet including foods we liked best
6. Learning to eat new foods as well as to learn to eat foods you didn't like
7. Vacation hints from health textbook read and discussed
8. Packing first-aid kits for group field trips
9. Sheet sent home for record of physical defects, allergies, constipation and similar items for nurse at camp
10. Physical examination by doctor one month in advance
11. Physical check-up - hair, skin, throat, day before leaving by school nurse
12. School insurance
13. Visit from fireman to discuss with children fire safety at camp

G. Citizenship

1. Learned to cooperate and plan together
2. Developed a sense of responsibility to the group through representative government

H. Music

1. Group singing
2. Interpretive dancing
3. Folk dancing

I. Art

1. Planned art activities
2. Collected needed materials

J. Physical Education

1. Planned indoor and out-door games
2. Collected games and equipment

* School Camping - Bureau of Educational Research and Service Bulletin,
College of Education,
University of Wyoming.

II. Areas to be included at camp

A. Forestry

B. Conservation

1. Soil
2. Water
3. Wild-life
4. Plants

C. Insects

D. Water biology

E. Star study

F. Bird study

G. Weather

H. Minerals and rocks

III. Program

(See included program)

IV. Suggested list of materials for planning camp program

A. Films

B. Children's books

C. Teacher's books

D. Scientific equipment

E. Recreational materials

F. Art materials

G. Music materials

V. Follow-up

A. Thank you notes

B. Balancing budget

C. Continue art and science experiences begun at camp

D. Creative writing and music

E. Apply knowledge gained on school grounds and at home

F. Assembly program to share experiences

G. Radio and TV programs by students

VI. Evaluation by students

SUMMARY OF

*PUPIL EVALUATION OF SCHOOL CAMP

1. Are you glad you had the experience of school camping for five days?
Yes _____ No _____
2. If there is the opportunity would you like to go to school camp again next year? Yes _____ No _____
3. Do you feel that your group worked well together? Explain your answer.
Yes _____ Usually _____ No _____
4. Did you have enough time in activity periods to get the things completed that your group wanted to do? If no, explain. Yes _____ No _____
Usually _____
5. Did you enjoy having the responsibility of helping to take care of your camp? Explain. Yes _____ Usually _____ Too much to do _____
6. Do you think the length of camp was about right? If not, how long would you suggest? Yes _____ 6 days _____ 14 days _____ 7 days _____ 10 days _____
7. Did you make any new friends in camp? Yes _____ No _____
8. Do you understand others better because of camping with them? Explain.
Yes _____ No _____
9. Check each subject about which you learned something of importance while at camp.

_____ animals	_____ flowers	_____ good manners
_____ banking	_____ foods	_____ living together
_____ cleanliness	_____ health	_____ safety
_____ conservation	_____ hiking	_____ flag raising
_____ cooking	_____ making dishes	_____ working together
_____ tracking	_____ out of cans	

Please list others, if any.
10. Did you take part in any new experience or adventure that you think you will always remember? Explain. Yes _____ No _____ Don't know _____
11. Do you feel that we could have done more in the classroom in preparing for camp? If so, what? No _____ Yes _____
12. Do you think that you would have learned more helpful things if you had been doing regular classroom work? Explain. Yes _____ No _____
13. Did you eat any new foods at camp? If so, what? Yes _____ No _____

* Confidential information for teacher

14. What counselor was most helpful to you?

*15. Who were the best campers in your group?

*16. Who were the best campers in your unit? (boys or girls)

*17. Whom do you believe was the poorest camper in your group?

*18. Whom do you believe were poor campers in other groups?

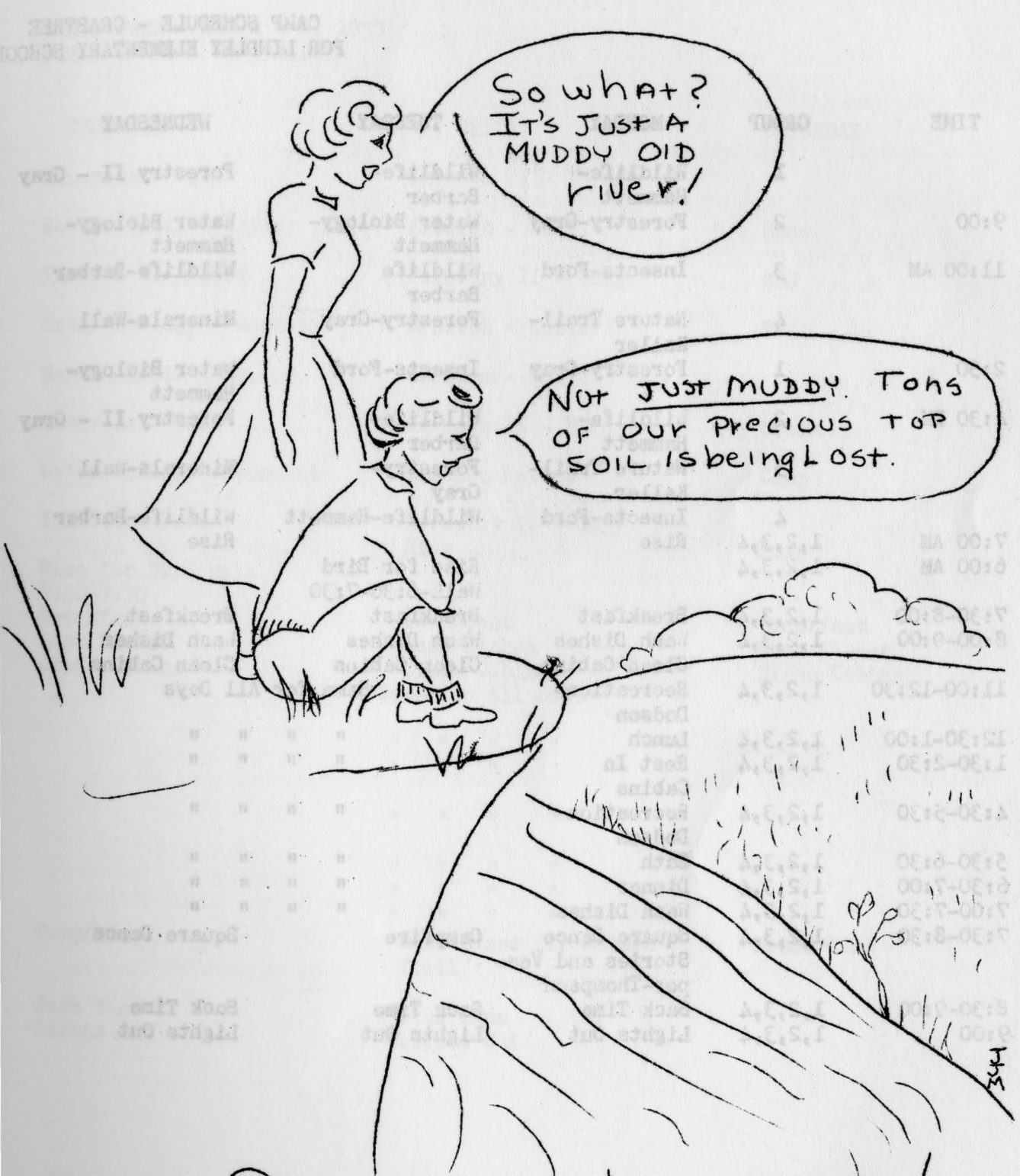
19. What things did you like most about camp?

20. Briefly tell what you would suggest to improve camp for next year. Please feel free to make suggestions about anything you wish - food, time in camp, activities, evening programs, helping in camp, camp staff, etc.

good manners	flowers	animals
living together	looks	parking
safety	health	cleanliness
flag raising	hiking	conservation
working together	making dishes	cooking
	out of camp	trekking

Please list others, if any.

*Each class will set up the criteria by which these choices shall be made.



One was a school camper!

CAMP SCHEDULE - CRABTREE
FOR LINDLEY ELEMENTARY SCHOOL

TIME	GROUP	MONDAY	TUESDAY	WEDNESDAY
	1	Wildlife-Hammett	Wildlife-Barber	Forestry II - Gray
9:00	2	Forestry-Gray	Water Biology-Hammett	Water Biology-Hammett
11:00 AM	3	Insects-Ford	Wildlife-Barber	Wildlife-Barber
	4	Nature Trail-Keller	Forestry-Gray	Minerals-Wall
2:30	1	Forestry-Gray	Insects-Ford	Water Biology-Hammett
4:30 PM	2	Wildlife-Hammett	Wildlife-Barber	Forestry II - Gray
	3	Nature Trail-Keller	Forestry-Gray	Minerals-Wall
	4	Insects-Ford	Wildlife-Hammett	Wildlife-Barber
7:00 AM	1,2,3,4	Rise		Rise
6:00 AM	1,2,3,4		Rise for Bird	
			Walk-6:30-7:30	
7:30-8:00	1,2,3,4	Breakfast	Breakfast	Breakfast
8:00-9:00	1,2,3,4	Wash Dishes	Wash Dishes	Wash Dishes
		Clean Cabins	Clean Cabins	Clean Cabins
11:00-12:30	1,2,3,4	Recreation-Dodson	Same for All Days	
12:30-1:00	1,2,3,4	Lunch	" "	" "
1:30-2:30	1,2,3,4	Rest In Cabins	" "	" "
4:30-5:30	1,2,3,4	Recreation-Dodson	" "	" "
5:30-6:30	1,2,3,4	Bath	" "	" "
6:30-7:00	1,2,3,4	Dinner	" "	" "
7:00-7:30	1,2,3,4	Wash Dishes	" "	" "
7:30-8:30	1,2,3,4	Square Dance	Campfire	Square Dance
		Stories and Verses-Thompson		
8:30-9:00	1,2,3,4	Sack Time	Sack Time	Sack Time
9:00	1,2,3,4	Lights Out	Lights Out	Lights Out

CREEK PARK - MAY 4 - 9, 1953
FIFTH GRADE - 80 CHILDREN

THURSDAY	FRIDAY	SATURDAY
Minerals - Wall	Insects II - Ford	
Nature Trail - Keller	Erosion - Wall	Show
Insects II - Ford	Forestry II - Gray	And
Water Biology - Hammett	Erosion - Keller	Tell
Nature Trail - Keller	Erosion - Wall	
Minerals - Wall	Insects II - Ford	Break
Water Biology - Hammett	Erosion Keller	Camp
Insects - Ford	Forestry II - Gray	Rise
Rise for Bird Walk - 6:30-7:30	Rise	
Breakfast	Breakfast	Breakfast
Wash Dishes	Wash Dishes	Wash Dishes
Clean Cabins	Clean Cabins	Clean Cabins
	Same for All Days	
	" " " "	
	" " " "	
	" " " "	
	" " " "	
	" " " "	
	" " " "	
Campfire	Make Signs for Nature Trail	Break Camp
Sack Time	Sack Time	
Lights Out	Lights Out	

CAMP FACILITIES

E. M. Alderman
S. A. Festa
Mrs. Elizabeth Lee

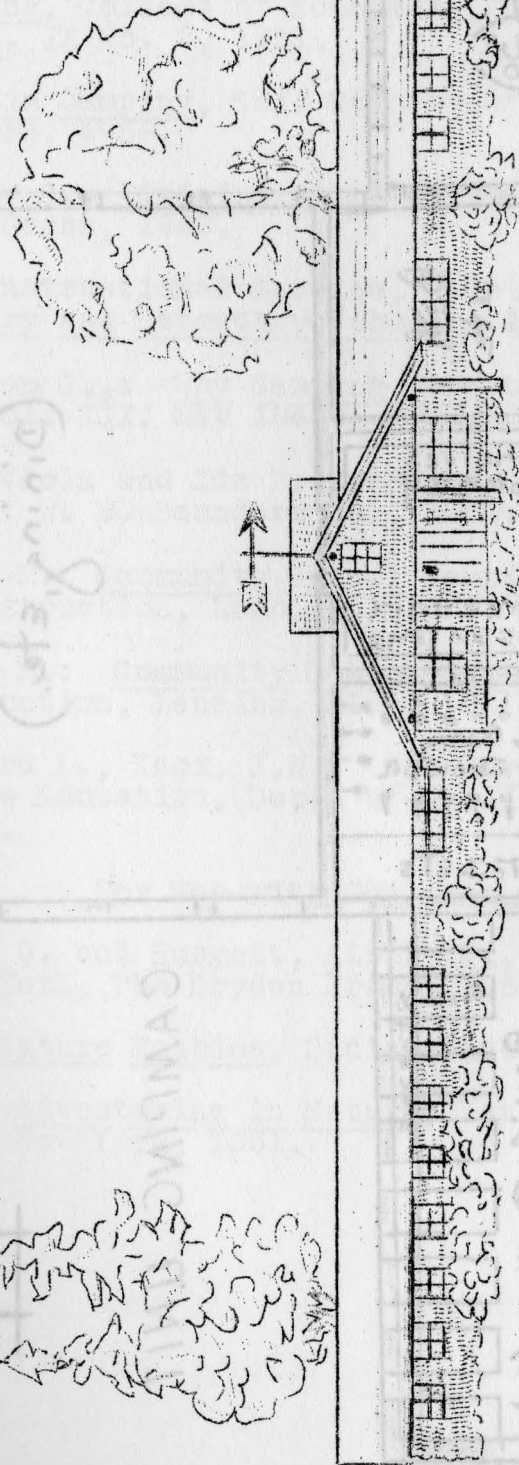
The school camping program can be operated at the present time through the use of existing facilities such as the State Parks, Scout Camps, and any other such places as may be available. This method of operation will permit the school camping program to be in effect for only a few weeks during the fall and spring, thereby failing to utilize a major portion of the school year.

This entire group feels that the camping program should be in operation throughout the full school year. This type of operation has proven successful in several locations, with the Michigan program being the best known. The number of children needing this experience together with the limited number of qualified advisory personnel will make it impossible for all of the children and teachers who want to take part in this program to do so until facilities can be provided whereby the camps can be operated throughout the winter months. It is obviously impossible to take the children from their modern homes during the winter months and house them in the open and unheated cabins which are available at the present time.

It is proposed that a tract of land which offers a very wide selection of our natural resources and ample examples for their study be made available for this program, and that a building which can handle the children from two fifth grade classes and the regular camp personnel be constructed. One building of this type would care for something over 2,000 children during each school term, and additional buildings could be constructed on the area as the need arose.

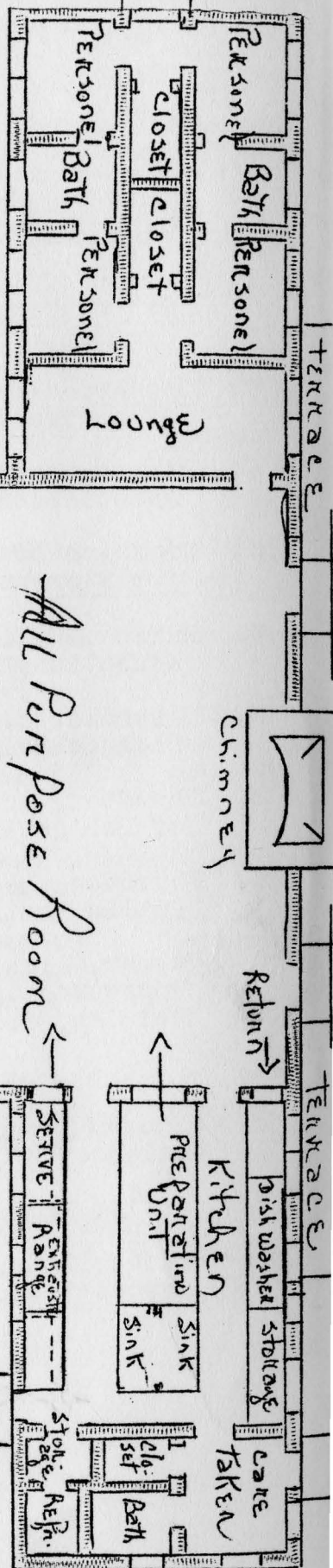
The primary requirements for this building would be that it provide heated sleeping quarters; adequate space for dining, recreational, and study activities; kitchen and storage facilities capable of handling 100 people per meal; and the necessary office space for the personnel.

Tentative plans for a building of this type are included with this report.



SWAMPY AREA

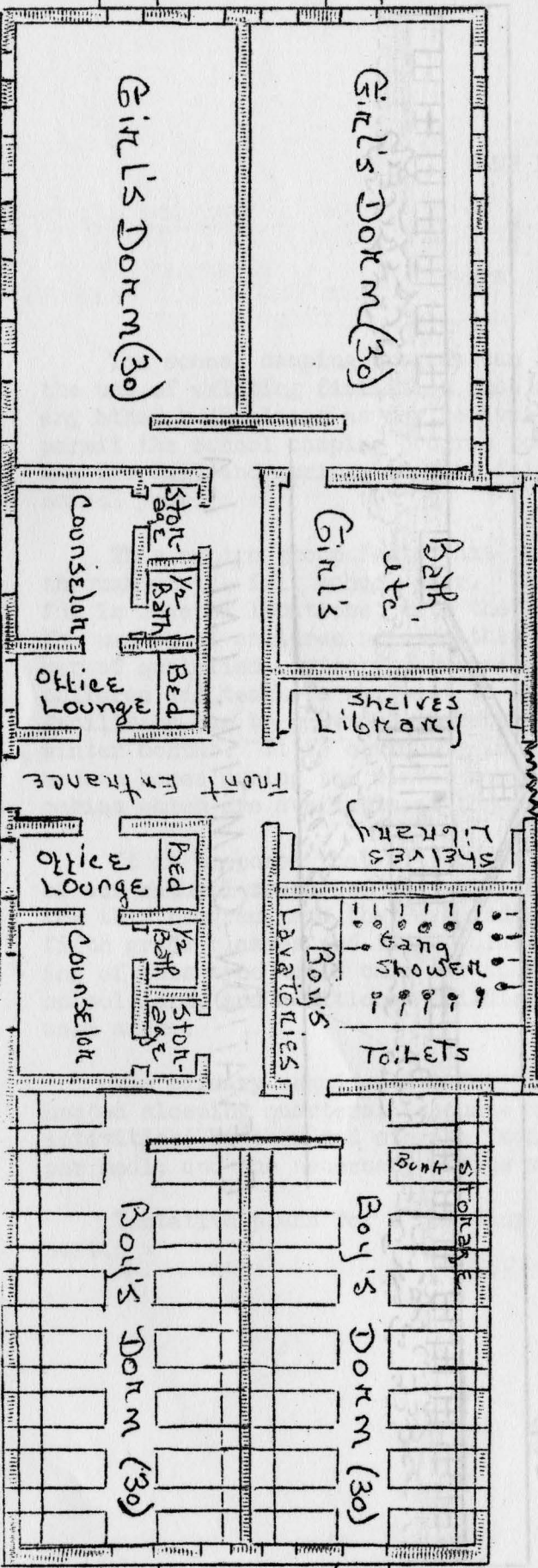
ELEVATION - CAMPING UNIT I-A



All Purpose Room
 (Dining, etc.)

DESIGN 1-A

CAMPING UNIT



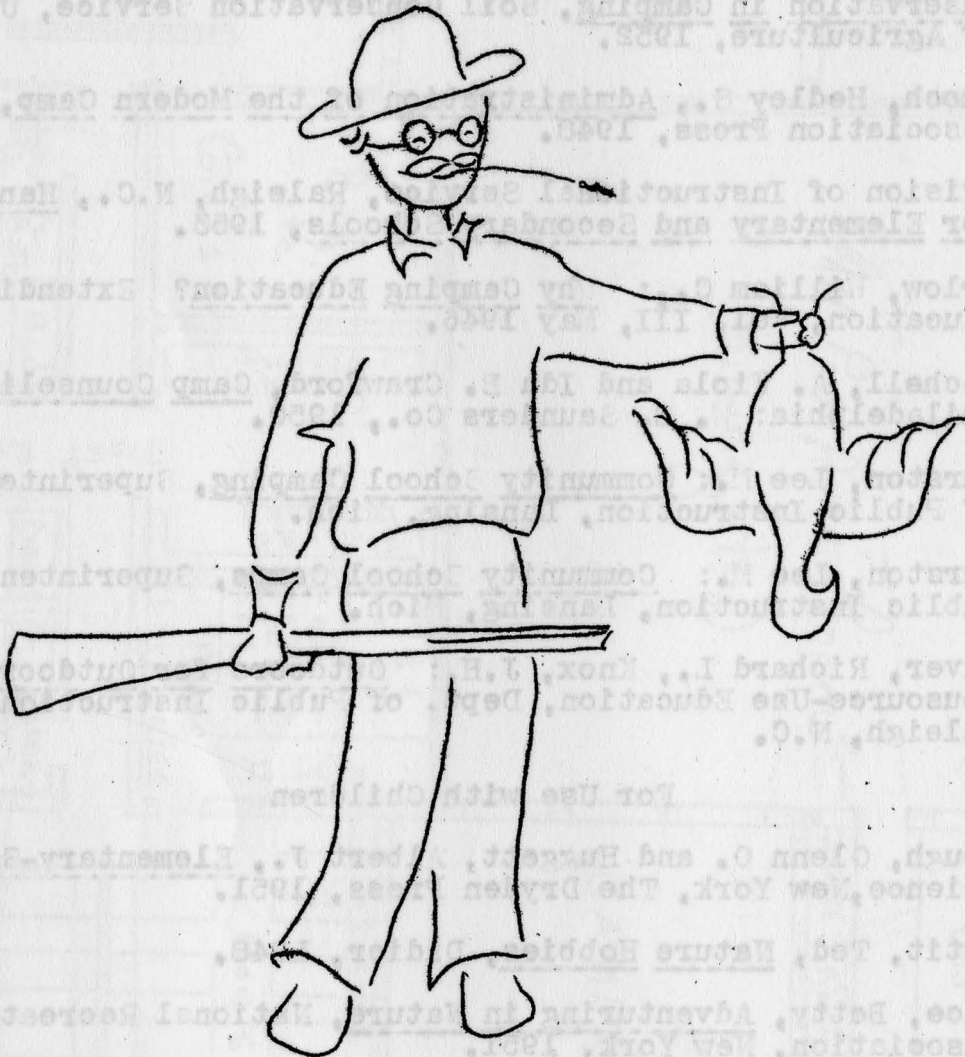
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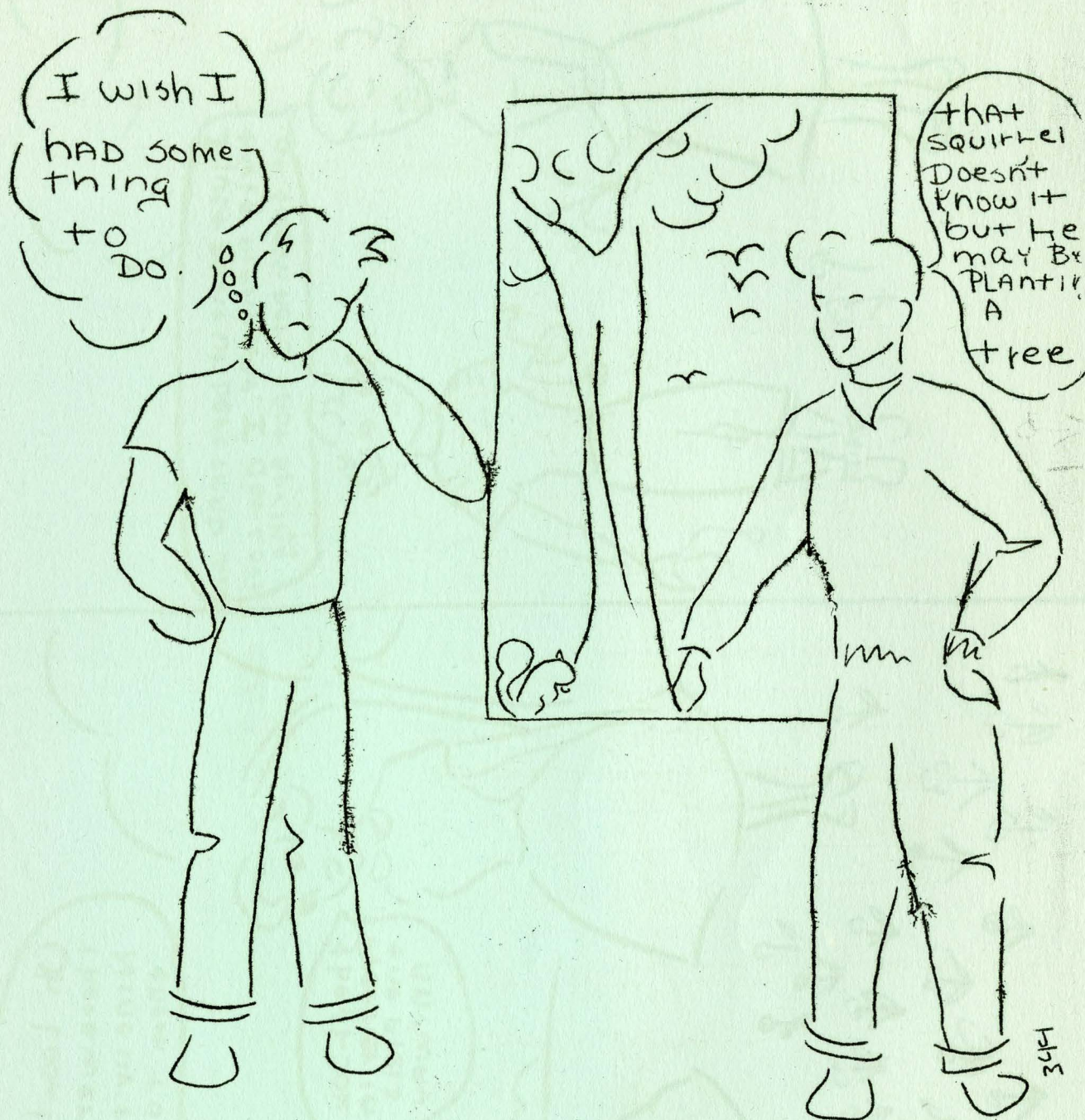
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Well, I've about cleaned out ALL hawks
AND owls hereabouts—but the gophers, the
rats, the mice AND other vermin ARE about to
clean ME out!



It's too bad Farmer Brown didn't
know he was killing ALL his best allies
in rodent control — but then, he never
HAD A CHANCE AT OUTDOOR EDUCATION.



Guess which one has been to
A SCHOOL CAMP.

